

# **Designing a Quality Literacy Center**

**Name of Center:** Word Work

## **Learning Targets:**

- Students will brainstorm a list of character traits for Annemarie, based upon evidence from the text.
- They will review the criteria for effective word choice.
- They will enrich their ability to choose appropriate character traits for Annemarie by using a thesaurus to identify alternatives for three of the most important words on the list that they compiled.
- They will use what they have learned to make accurate and text-based contributions to a collaborative body-biography for Annemarie.

## **How Has the Teacher Ensured Readiness to Participate in the Center?**

- Students listened as the teacher read chapter one aloud.
- The teacher defined direct characterization for the students and provided two examples of direct characterization from the text.
- Students practiced identifying examples of direct characterization within the text using Post-It flags, and as they worked, the teacher captured evidence of their proficiency.
- The teacher defined character traits for the students and brainstormed a list of character traits for the soldiers in the story, using evidence.
- The teacher reviewed the definition of effective word choice.
- The teacher modeled how to use a thesaurus to identify alternatives for three of the most important words on the list she compiled.
- The teacher defined modeled how to use this information to make accurate and text-based contributions to the collaborative body-biography. A rubric and anchors were used.

## **How Will Students Be Held Accountable for Effective Participation?**

- Positive reinforcement for appropriate engagement
- Students will place completed center check in bin within center when complete, along with their flagged copy of the novel.
- Students will place their names beside their work on the body-biography

## **What Opportunities for Assessment are Available?**

- The teacher may use the flagged novels to assess the students' ability to identify examples of direct characterization within text.
- The teacher may use the brainstorming lists to assess the students' ability to engage in thoughtful brainstorming processes.
- The teacher may use the students' list of most important words to assess their ability to determine importance and define character.
- The teacher may use submitted center check to assess the students' ability to use this resource effectively.
- The teacher may use the body biography to assess students' ability to directly characterize Annemarie, using evidence from the text and powerful word choice.

# **WELCOME TO THE WORD WORK CENTER!**

## **THIS WEEK'S TASK WILL HELP YOU LEARN....**

How to choose the most powerful words to describe a character

How to find more interesting words by using a thesaurus

How to find more interesting words by using a thesaurus

How thinking and working together helps all of us learn better

## **YOU WILL KNOW YOU ARE SUCCESSFUL IN THIS CENTER IF YOU CAN....**

Brainstorm a list of interesting words that describe Annemarie

Choose the most important words from your list and explain why you chose them

Use a thesaurus to find **alternatives** for these words

Characterize Annemarie by contributing to our body biography: add the most powerful words you found and descriptions from the text that provide **evidence**



### **Directions:**

1. Gather the right materials for your work in this center: your novel, center check, Post-Its, and something to write with.
2. Complete the activities described within the center check.
4. Make sure your name is on all of your work, and submit your entire center check to the bin.

Name: \_\_\_\_\_

### Work Work Center Check

1. Quietly review the examples of direct characterization that you found for Annemarie within chapter 1. Allow your Post-Its to guide you! When you are finished, use what you have read to describe your first impressions of her:

2. Brainstorm a list of words that might describe Annemarie. Don't be critical of yourself as you work. Try to generate as many words as you can within this space. You may also use the back of this sheet.

3. Review your list and select 2-4 words that describe Annemarie best. Add them to the first column in the table below. Then, use a thesaurus to find alternatives for these words. Add them to the second column.

Original Words	Alternatives from the Thesaurus

## Contribute to Our Body Biography of Annemarie

1. On each Post-It Note below, please share ONE of your alternative words for Annemarie and an example from the text that supports your selection of it.

### Example:

**Name: Mrs. Stockman**

**Savvy**

Annemarie was very savvy when she spoke with the soldiers. She kept certain information to herself, tried to avoid looking at them, and did not do anything to make them angry. This was really smart.

2. Choose a meaningful place on our body biography to add each Post-It Note. Use the key to help you make a good choice.

### BODY BIOGRAPHY KEY

**Our heads** are usually associated with intelligence. Place your Post-It on Annemarie's head if the example shared has something to do with how smart she is.

**Our hands** are usually associated with creation. Place your Post-It on one of Annemarie's hands if the example shared has to do with something she created.

**Our mouths** are usually associated with our words. Place your Post-It in the speech bubble if the example shared includes something that Annemarie said.

**Our eyes** are usually associated with the things that we see. Place your Post-It near one of Annemarie's eyes if the example shared has to do with something she has seen.

**Our ears** are usually associated with the words we hear. Place your Post-It in one of Annemarie's ears if the example shared has to do with something she heard.

**Our heart** is usually associated with our feelings. Place your Post-It on Annemarie's heart if the example shared has to do with her feelings.

**Our biceps** usually symbolize strength. Place your Post-It on Annemarie's "muscles" if the example shared has something to do with her strength.

**Our legs** are often associated with standing. Place your Post-It on one of Annemarie's legs if the example shared has something to do with what she stands for.

**Our feet** help us move from one place to the next. Place your Post-It on one of Annemarie's feet if the example shared has something to do with how she is moving forward in her life.

**Our pockets** are where we keep our change. Place your Post-It inside of Annemarie's pocket if the example shared reveals something about how she is changing.